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ENGLISH AS A SECOND LANGUAGE IN ELEMENTARY SCHOOLS--BACKGROUND AND TEXT MATERIALS.

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THIS SELECTIVE, ANNOTATED BIBLIOGRAPHY IS A LIST OF THE OUTSTANDING PUBLICATIONS AVAILABLE IN THE FIELD OF TEACHING ENGLISH AS A SECOND LANGUAGE IN KINDERGARTEN AND ELEMENTARY SCHOOLS. SECTION A (METHODOLOGY) LISTS BACKGROUND READINGS DEALING WITH THEORY AND APPROACHES, MATERIALS, AND TECHNIQUES. SECTION B (PRE-SCHOOL OR PRIMARY SCHOOL MATERIALS) LISTS TEXTS DESIGNED FOR CHILDREN OF SPECIFIC AGE AND LEARNING LEVELS. OF SPECIAL INTEREST ARE THE VARIOUS MATERIALS FOR TEACHING SPANISH-SPEAKING CHILDREN PREPARED BY THE NEW YORK CITY BOARD OF EDUCATION, IMPERIAL COUNTY SCHOOLS (EL CENTRO, CALIFORNIA), DADE COUNTY PUBLIC SCHOOLS (MIAMI, FLORIDA), PUERTO RICO DEPARTMENT OF EDUCATION, AND THE TEXAS EDUCATION AGENCY (AUSTIN, TEXAS). THIS BIBLIOGRAPHY IS ALSO AVAILABLE ON REQUEST FROM THE CENTER FOR APPLIED LINGUISTICS, ENGLISH FOR SPEAKERS OF OTHER LANGUAGES PROGRAM, 1717 MASSACHUSETTS AVENUE, N.W., WASHINGTON, D.C., 20036. (AM)

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ENGLISH AS A SECOND LANGUAGE IN ELEMENTARY SCHOOLS: BACKGROUND AND TEXT MATERIALS

A. METHODOLOGY

Allen, Harold B., ed. Teaching English as a Second Language: A Book of Readings. New York: McGraw-Hill, 1965. xi, 406 pp.

A collection of articles on various facets of teaching English as a second language, including theory and approaches; the teaching of pronunciation, grammar, vocabulary, and compositions; the language laboratory; and testing. Several articles deal with teaching English to children.

Bumpass, Faye L. Teaching Young Students English as a Foreign Language. New York: American Book, 1963. x, 198 pp.

Discusses the advantages of introducing a foreign language early in school, the linguistic and psychological aspects of foreign language teaching in the elementary grades, teaching methods leading to aural-oral mastery of language, use of audio-visual materials, and the preparation of structured drills.

Dacanay, Fe R. Techniques and Procedures in Second Language Teaching. J. Donald Bowen, ed. (PCLS Monograph Series, No. 3.) Quezon City, P.I.: Phoenix, 1963. xxiv, 538 pp.

Written for the classroom teacher or student preparing to become a teacher. Topics covered include presentation of English structure and types of drill, reading and writing English, spelling, and testing. Contains many practical suggestions on the presentation of materials and includes sample lessons and pictures.

Dunham, Alice F. Materials and Techniques for Teaching and Learning English. (Language Arts Bulletin.) Tucson, Arizona: Tucson Public Schools, 1956. 82 pp.

A guidebook for teachers of non-English speaking children in the elementary schools. Sections on such topics as school, home, pets, and safety are divided into discussions of objectives, planned learning experiences, reference books, teaching aids, and vocabulary.

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Finocchiaro, Mary. Teaching Children Foreign Languages. New York: McGraw-Hill, 1964. 210 pp.

A non-technical guide for teachers and administrators with specific examples of tested classroom practice and materials. Included are chapters on knowledge and attitudes of teachers, development of language skills, making teaching effective, and preparation and adaptation of materials. Bibliography and glossary of useful terms.

_____. Teaching English as a Second Language: In Elementary and Secondary Schools. New York: Harper and Row, 1958. vi, 335 pp.

Attempts to bring together theories in general education, in foreign language teaching, and in the teaching of English as a second language. Some attention given to applied linguistics and drill techniques, but main emphasis on the activities approach in which cultural orientation is as important an aim as language learning. Practical suggestions for teachers and supervisors.

New York City, Board of Education. Handbook for Language Arts: Pre-K, Kindergarten, Grades One and Two. (Curriculum Bulletin, 1965-66 Series, No. 8.) New York: Board of Education of the City of New York, 1966. 416 pp.

Specific and detailed comments on basic considerations of second language learning, the program, establishing sentence patterns, comparative analysis (English with Spanish, Italian, German, Polish), and rating oral language ability.

On Teaching English to Speakers of Other Languages: Series I-III. (Virginia French Allen, Carol J. Kreidler, and Betty Wallace Robinett, editors.) Washington, D.C.: Teachers of English to Speakers of Other Languages, 1965-67.

Proceedings of the first three annual conferences of the association of Teachers of English to Speakers of Other Languages. Papers cover a variety of theoretical and practical topics in the field, for teachers of all age groups and levels of instruction.

Teaching Bilingual Children. Tentative Bulletin. Fresno County, California: Fresno County Project, The Educational Program for Migrant Children, 1959. 40 pp.

Discusses the problems involved in teaching English to Spanish speaking children in California kindergartens and elementary schools. Includes suggestions for teaching pronunciation, basic grammatical structures, and vocabulary.

B. PRE-SCHOOL OR PRIMARY SCHOOL MATERIALS

American English for All the World. Robert Rahtz, gen. ed. 4 vols. St. Louis, Mo.: Webster, 1957-60.

Beginners' texts for primary school children produced in two editions, one general and the other specifically for Catholic schools. Pictures and classroom activities used to drill children in vocabulary, formulas of politeness, and a few structural patterns. There are separate manuals for general and Catholic editions. General introduction includes aims of the texts, basic assumptions, general principles of methodology, and some attention to pronunciation, using IPA transcription. Each manual provides a lesson by lesson guide to the use of materials in the texts.

Bumpass, Faye L. Let's Read Stories. 5 vols. New York: McGraw-Hill, 1965.

A series of readers including adaptations of Irving's Rip Van Winkle (Book One), A Gift from the Heart from O. Henry (Book Two), Twain's The Jumping Frog and O. Henry's The Last Leaf (Book Three), Hawthorne's David Swan and Harte's Tennessee's Partner (Book Four), and O. Henry's The Ransom of Red Chief and The Cask of Wine from Poe (Book Five). Each lesson contains a part of a story and a section of oral practice on words and patterns, with intonation indicated. Review practice is provided after every two parts, and there is a general test on comprehension at the end of every story. Notes on the author's life, a word list, and suggestions to the teacher are included in each book.

_____. We Learn English. 6 vols. All English Edition. New York: American Book, 1959.

Designed for young children to give practice in reading and writing and oral work, with the teacher supplying the drill material. Illustrations, songs, and notes to the teacher included in each book.

_____. We Speak English. 2 vols. New York: American Book, 1967.

Beginning course designed for ten to thirteen year olds of no specific language background. Aural-oral "functional" approach. Book I based on 630-word vocabulary. Consists of eight units, each containing a short conversational dialog, and extensive sequenced drills. Songs and games frequently included. Book II, with vocabulary of 829 words, consists of seven units, in same format. Both books colorfully illustrated for interest, vocabulary presentation and pattern drill. Teacher's editions discuss teaching method and techniques, provide guide to exercises and drills.

California, Imperial County Schools. Teaching English as a Second Language to Pupils of Foreign Born, Mexican Heritage. 2 vols. El Centro, Calif., 1963-65.

Lesson plans for a pilot project providing two years of English as a second language preliminary to the regular English course. Plans list vocabulary, give suggestions for drills in structural patterns, and suggestions for

review. Project also includes Operation Head Start Project 0162: Course of Study - English as a Second Language and English as a Second Language: Audio-Visual and Instructional Supplement.

Handbook for the Teaching of Non-English Speaking Children. Abilene, Texas: Abilene Public Schools, 1961. 90, [xxiv] pp.

Designed to provide additional material for teachers working in pre-school programs for non-English speaking children in Abilene. Contains basic word lists and several units of instruction centered around home, school, and community.

Lancaster, Louise. Introducing English: An Oral Pre-Reading Program for Spanish-Speaking Primary Pupils. Boston: Houghton Mifflin, 1966. xiv, 294 pp.

Designed to teach four to six year old Spanish speaking students enough English to begin English reading activities. Lessons build on structures and vocabulary previously taught, with periodic review. Detailed instructions for the teacher. Coordinated enrichment activities are suggested at the end of each lesson. Anglicized respelling provided for Spanish used in the early lessons.

Lismore, Thomas. Welcome to English. 4 vols. New York: Regents, 1963-67.

Graded series of texts on American English for children. Direct method with teacher serving as model for pronunciation. Each lesson, supplemented by illustrations, presents both new materials and a review of previous lessons. Frequent use of "Imperative Drill" in which children match words with action. Instructions to teacher in preface and appended to lessons as needed. Use of mother tongue discouraged except to insure understanding of explanations. Appendices include alphabetical word lists.

Miami Linguistic Readers. 53 vols. Experimental ed. Boston: D.C. Heath, 1964-66.

An introductory reading course for elementary school children. Linguistically structured and controlled, the material is designed to provide aural comprehension, speaking and writing practice as well as reading instruction, in a fourfold language arts program in standard English. Consists of Pupils' Books (21 pre-primers, primers, and readers); Seatwork Booklets (16 workbooks providing for writing practice); Teachers' Manuals (16 volumes providing specific guides for each step in each lesson; volumes 1-12 include Language Practice Techniques Foldouts); and "Big-Books": charts for language practice and special work on reading problems. Reading content and illustrations designed to appeal to young children.

New York City, Board of Education, Puerto Rican Study. Teaching English to Puerto Rican Pupils. 4 vols. (Language Guide Series.) New York: Board of Education of the City of New York, Puerto Rican Study, 1957.

A series of textbooks designed to help New York City teachers in elementary and secondary schools meet the language problems of Puerto Rican pupils. Each book has introductory chapters on modern methods of language teaching

and lists of English structural patterns classified according to their similarity to Spanish patterns. Also included is a discussion of the pronunciation problems of Spanish speaking pupils. The second part of each book is devoted to "Suggested Experiences with Related Vocabulary and Language Patterns" centered around orientation and social studies units. Each book also contains a word list.

Puerto Rico, Department of Education. American English Series: English as a Second Language. 4 vols. Boston: D.C. Heath, 1965-67.

Planned originally as a revision of the Fries American English Series (see entry under Rojas, Pauline M., Director; Charles C. Fries, Consultant; and Staff. Fries American English Series: For the Study of English as a Second Language), changes in content and format make it a new series. Four more pupils' books and teachers' guides are planned, to be issued at the rate of one set a year. Each unit involves about one week of class work, and contains three divisions: oral practice, followed by reading and writing of practiced items; a reading selection, usually in dialog form; and production practice with spoken and written forms in controlled situations. Additions to this series are a unit by unit summary of linguistic content, a structural index, a classified and alphabetical vocabulary list, as well as a glossary of terms. The Teachers Guide contains a reduced replica of each page of the pupils' book with intonation and stress markings for reading selections, and instructions and suggestions for teaching procedures.

_____. English Reader Series. 6 vols. Boston: Ginn, 1963-65.

A series of three readers for upper elementary school students who have reading skills in their own language and some experience in English. Each of the units in each reader contains several "instructional level" stories and poems with controlled and graded vocabulary and structures, a "test level" story with less new material for evaluation of progress, and one or two "advanced level" stories for students beyond the basic instructional level in ability. Short exercises for each story. The stories, some original, some adapted, include a background of classics, folktales, and biographies from around the world. A glossary with IPA transcriptions and Spanish equivalents at the end of each book. The teachers' manuals also contain special evaluation exercises for the "test level" stories. A pre-primer and primer, each with teachers' manual, are forthcoming.

Rojas, Pauline M., Director; Charles C. Fries, Consultant; and Staff. Fries American English Series: For the Study of English as a Second Language. 11 vols. Boston: D.C. Heath, 1952-57.

A series of textbooks prepared by the Department of Education, Puerto Rico, for students in elementary and secondary schools. The six texts cover work from Grade 4 (age 10-14) through last year of secondary school. Five teachers' guides accompany texts. Though prepared for Puerto Ricans, may also be used elsewhere. Based on analysis of English and difficulties of Puerto Rican students. Aims for mastery of basic structures, sounds, and fundamental patterns. No language but English is used throughout texts, but use of vernacular is permitted for explanations in the accompanying teachers' books. Cultural content adapted to age of student but American in orientation. Teachers' book contains reduced replica of each page of pupils' text with

detailed instructions on preparation of lessons, presentation, and classroom procedures. Appendix on Pronunciation and Spelling in Teachers Guide to Book VI. (See entry under Puerto Rico, Department of Education, American English Series.)

Texas Education Agency. Preschool Instructional Program for Non-English Speaking Children. (Bulletin 642.) Austin, Texas: Texas Education Agency, 1964. vi, 132 pp.

Designed as an aid to teachers in the preschool instructional programs in Texas. Lists vocabulary by contexts, discusses drills, and provides sample lesson plans. Numerous songs, games, and activities suggested.

Wheeler, Gonzalez. Let's Speak English. 6 vols. New York: McGraw-Hill, 1967.

A graded and controlled course for elementary schools, to begin in the first grade. Designed to teach spoken usage only, although the text page may be used for reading and writing if the teacher desires. Books 1-3 follow inductive method, providing large amounts of generally structured practice materials rather than isolating patterns. Illustrations are used extensively for vocabulary and situational practice. From Book 3 on, an "adapted programmed procedure" is used: a problem sentence, a "key" to indicate how to act upon it, and the answer withheld until two pages later. Material in Books 4-6 is divided into three-part units: Part One, a dialog, Part Two, exercises, and Part Three, the "Program Steps". "Language Hints" and "Word Study" isolate patterns in a colored block. No description appears anywhere. General exercises are well-structured, with numerous examples, and answers in the margin for home study. Color is used extensively, in illustrations, and to coordinate parts of the lessons and identify types of drills. Instructions to the teacher are provided in each book.

cjk
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